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ABSTRACT

A program which describes contingencies for learning academic and social skills (CLASS) is explained to involve an educational consultant training teachers of acting-out first and second graders to reinforce desired academic and social behaviors. Examined are the pre-intervention procedures of initial identification of acting-out students, agreement to participate in the program, and data collection. Major program components are identified, including summary charts, green point cards, response counters, praise, and scanning. Checklists for procedures to be implemented by the teacher on each of the program's 30 days are provided. Appendixes contain referral materials, program materials, and reference guides. (CW)

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C O R B E H

CLASS

(Contingencies for Learning Academic and Social Skills)

Program for

Acting-Out Children

Manual for Teachers

U.S. DEPARTMENT OF HEALTH,
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SECTION I

Introduction

The CLASS Program is designed to modify the behavior of children who act out in the educational environment. Specifically, its aim is to increase the level of behaviors that are prerequisites for successful social and academic achievement and to decrease the frequency of behaviors that interfere with such achievement. The program is intended for use primarily in the regular first and second grade classroom; however, the procedures can also be implemented in a variety of classroom settings. All social agents with whom the child interacts are involved and their responsibilities specified. Included are the child's parents, teacher, principal, auxiliary school personnel, classmates, and of course the child himself.

The implementation of the program is based on a teacher-consultant model in which a school professional such as a school psychologist, counselor, resource teacher, social worker, or special educator, works closely with the regular classroom teacher. This team provides direct intervention in the regular classroom setting, and when necessary involves other school personnel to extend the program to other school settings, e.g., playground, hallways, lunchrooms, and other classrooms.

This manual provides an overview of the program, and is intended to be used as a reference and guide for you, as a teacher whose student has been selected as an appropriate candidate for inclusion in the CLASS program. In addition, it provides a review of the selection procedures, rationales, and specific performance goals for some of the major components. The last section includes detailed descriptions and checklists to guide you through each day of the program.

Development of the Procedures

The procedures described herein were developed and evaluated by the Center at Oregon for Research in the Behavioral Education of the Handicapped (CORBEH). The Center is funded by the Bureau of Education for the Handicapped, U.S. Office of Education. Its purpose is to further develop understanding of, and practical programs for, the education of the behaviorally handicapped child.

The Center conducts experimental and applied research in two major areas. These are: (1) development of treatment packages for specific sub-groupings of deviant or deficient classroom behavior, (2) investigation of methods and techniques through which the treatment packages are being developed for use with various groups of children; e.g., those who act out, are distractible, are socially withdrawn, and for those who have deviant peer relationships.

The procedures contained in this manual were initially developed within an experimental classroom setting. After the procedures proved to be effective in that setting, they were adapted for use with similar children in regular classrooms. There, a second study was carried out to test the effectiveness of these procedures under the many different conditions found in normal classrooms.

During the 1971-72 school year, these procedures were incorporated into a standardized treatment package and used with 31 acting-out children. Observations of the children's behaviors showed that acting-out children in the first grade increased their level of appropriate behavior from 49.5% to 86.5% and second graders from 58.1% to 86.5%, following treatment. In addition, the number of problems noted by the teachers during the initial referral was reduced considerably so that the children were no longer seen as needing treatment. Moreover, significant changes occurred in teachers' attitudes toward children in the study so that the acting-out child was seen as less defiant, less hostile, and more cooperative.

The changes in appropriate behavior were observed and recorded six weeks after completion of the program, i.e., six weeks after all consultation with the teacher-consultant had ceased and after the teacher, peers, and parents had received the necessary training to maintain the

child's appropriate behavior at a desirable level. Thus, the data indicate that success can be maintained following termination of the program. As you can see, these procedures are not designed simply to make rapid changes in the child's behavior, but rather to make lasting changes which, hopefully, will continue on into the child's school career.

It should be noted that these procedures have been tested only with children in the first and second grades, and their use in other grades may or may not have the same desirable effects. The program's effectiveness in the third grade and in a few kindergartens is being tested during the 1973-74 school year.

The Acting-Out Child

There is abundant research data which suggest the classroom teacher is easily able to identify the acting-out child. This child characteristically is one who "acts out" against classroom rules, structure, and/or procedures. Often he displays high rates of such behaviors as disrupting the class, non-compliance with teacher instructions and directions, inappropriate peer interactions, physical and/or verbal aggression, and destruction of property. The acting-out child's behaviors can represent a serious impediment to teachers, peers, to the learning process in the classroom setting, and subsequently to himself.

When teachers encounter children who display high rates of inappropriate behaviors, they are almost always coerced into spending disproportionate amounts of time with those children. In one study, Walker, Fiegenbaum, and Hops (1972) found that five acting-out children, enrolled in separate classrooms, received an average of 14% of the teacher's total available time. With an average teacher-student ratio of 1:24, each student could expect to receive approximately 4% of the teacher's time. Thus, the acting-out children in the above study were receiving much greater amounts of teacher attention than were their peers. Further, the main portion of this attention was negative in nature and was directed toward the child's inappropriate behavior.

Another study also conducted in a regular classroom compared the amount of time a teacher devoted to her three "best" and her three "worst" students. The data showed that her three "worst" students received 77% of the time she devoted to the six students (Walker and Buckley, 1973). Moreover, 89% of the attention received by these three children was negative and applied to inappropriate behavior. In effect, the teacher was deprived of time she could have spent teaching all the children. And children who were behaving appropriately were being deprived of needed attention and praise.

The acting-out child spends so much time engaged in non-academic pursuits, he is often below grade level in essential academic skills and in achievement. This kind of student, with all his accompanying academic disabilities, often misses out on avenues of positive attention (praise/positive feedback) for academic performance, which are common to the educational setting. The low probability of success or praise being associated with his academic behavior decreases the frequency of appropriate academic behavior in a downward spiraling process, e.g., the fewer the rewards, the less academic work attempted; the less academic work attempted, the fewer the rewards. Additionally, many of the social behaviors demonstrated by such children are aversive to others and thereby preclude or severely limit the probability of the child being positively reinforced by teachers or peers.

If the acting-out child is to learn in the regular classroom, he must reduce the amount of time he spends engaged in inappropriate behavior and acquire behaviors (attending, listening to directions, following instructions, task completion, etc.) which facilitate academic achievement. It seems imperative that effective programs be applied early in the school careers of these children if they are to achieve a satisfactory school experience.

Overview of the Program

The intervention procedures require 30 Program Days (approximately 30-45 school calendar days) and are divided into two phases. Phase I lasts five days, begins with two 20-minute periods daily, and requires intensive involvement on the part of the consulting professional. However, from the first day there is a gradual shift in responsibility from the consultant to you, the classroom teacher. Phase II begins on Program Day Six and covers the remaining 25 Program Days. On Day Six you assume major responsibility for conducting the program. As the program progresses, the periods are lengthened until on Day Ten they cover the entire school day. From Day Ten the consultant's role diminishes; however, the consultant retains the overall responsibility for the success of the program and continues to provide consultative services (at a lower rate) until the termination of Phase II.

Some of the main considerations in the selection of materials and procedures, aside from their success in achieving the major goals, are related to the teacher's involvement. Examples of program elements considered important to you as a classroom teacher are: your gradual involvement in the program, ease of implementation, relatively little disruption of ongoing classroom activities, use with any curricula, low financial cost, and a high probability of success. Some of the

procedures may require greater efforts than others and some teachers may find certain procedures more difficult to implement than others.

Furthermore, the program is based on the following assumptions:

(1) that you should be free to devote proportionate amounts of time to all students; and (2) that some students may require disproportionate amounts of your attention and supervision for relatively brief periods. The initial stages of the CLASS program will in all probability require extra effort by you. The program's final goal, however, is to provide the student with sufficient skills which will enable him to work more independently so that he requires the same amount of your attention as is provided every other child.

Overview of the Manual

The manual is arranged as much as possible in temporal order beginning with the initial referral and identification of the child through the conclusion of the intervention procedures. The first section reviews the procedures that were followed in determining whether the program is appropriate for a specific child. In addition, the contractual agreement between all participants in the program is discussed and the various forms of data collection in which you will be involved is delineated. Section II provides precise descriptions

of the major components of the program. Included are such items as the presentation of the program to the class, the importance of pairing praises with points, the use of the Red/Green Point Card, the recycling procedures, a discussion of the various materials used in the program, etc. Section III provides daily checklists of the procedures to be implemented by you, the teacher. A narrative of the daily tasks spotlighting changes which occur from day to day is included with each checklist. Included at the end of each section will be samples of the procedural forms discussed.

SECTION II

Pre-Intervention Procedures

This section reviews and describes the procedures that must be completed before the program can begin in the classroom. Included is a review of the method used to identify a child who is likely to benefit from the CLASS Program. Next, the rationale for including a contractual agreement between all major participants is presented. Lastly, a description of the data collection procedures that satisfy the research requirements of the program is outlined.

Initial Identification

The CLASS Program appears to fit the needs of the child you have referred. This decision was based upon two important factors: (1) your ratings of the child on the School Problem Behaviors Checklist; and (2) the consultant's observations of the child's classroom behaviors.

Your ratings compared the child to other children and may have indicated that his behavior was more disruptive than his peers in one or more of three areas: (1) in the classroom; (2) in other areas of the school; and (3) in his general relations with his peers.

The consultant's observations were to determine whether the child's level of functioning was below average for children of the same age and grade level. The child was observed continuously over two 20-minute periods by the consultant who rated the child as appropriate (+) or inappropriate (-) in each 10-second interval. The consultant calculated the percentage of appropriate behavior by dividing the number of intervals recorded as appropriate by the total number of intervals marked (see page 90). Determination of appropriate or inappropriate behavior was based upon the classroom rules (see page 91) you provided prior to observation. It was important to evaluate the child's behavior using your expectations of classroom behavior (as opposed to a "universal idea") as the proper reference guide.

Previous research has demonstrated a strong positive relationship between the level of a child's appropriate behavior and his academic success. Children with low levels of appropriate behavior do not make the same academic gains as those with higher levels. Furthermore, children who are disruptive not only interfere with their own academic progress but with the progress of all those in that educational environment.

Agreement to Participate

A meeting will be arranged between you, the consultant, the principal, and any other staff members in close contact with the child who are potential participants in the program. At this meeting, the consultant will present the data based on the classroom observations and your own ratings of the child. This meeting will provide a good opportunity for obtaining a total picture of the child's current functioning from other members of staff.

The main purpose of the meeting, however, is to discuss the details of the program and the roles that the various participants play. All participants are asked to sign an agreement (see pages 93-100) which delineates each person's responsibilities and defines critical components of the program. Further, it stipulates the contingencies that

will be followed dependent upon the child's appropriate and inappropriate behaviors. All persons involved, including the child, must agree to the terms of the agreement. Once it has been signed, changes may be made only through renegotiation with all parties. These agreements reduce confusion and enhance progress toward the desired goals as they are written to make information about the program closely understood and easily accessible to everyone involved. All participants are provided copies for reference purposes.

Data Collection

As part of the research requirements of the program, there are several varieties of data which must be collected.

1. Observations in the Classroom. To assess changes in the child's classroom behavior, highly trained professional observers record academic and social interactions among individuals in the classroom. The observers have been trained to avoid interaction with the children, and they do not interfere with your established classroom routine. They simply enter your classroom, sit in a predetermined area and observe and record with the minimum of disturbance. They collect approximately two hours of data during reading, mathematics, and social studies, over a three- to five-day period. Four sets of observations

are made (a) before the program begins, (b) approximately half-way through the program, (c) after the program has been completed, and (d) just before the end of the academic year if six weeks or more has elapsed after the last observation.

In order for these observations to be made, it is necessary for you to provide a schedule of classes so that observers can come in at the appropriate times. In all cases, you are notified as to when observers are scheduled to come into your classroom. As before, the rules you have established for classroom procedures will be used as a basis for observations.

2. Problem Behaviors Reported by the School. This checklist was completed by you during the initial identification period and was used as one of the criteria in deciding if the child would benefit from the program. You will be requested to complete this form again after the program is concluded.

3. Child Behavior Rating Scale. You were asked to complete a behavior rating scale before the program began, and you will again be asked to complete this form at the end of the program.

4. About My Teacher. The child will be asked to fill out a questionnaire about the way he sees you, which will allow CORBEH to assess the effects of the program on the child's perception of you.

5. Achievement Test. A short achievement test will be administered to the child before and after the intervention program.

SECTION III

Major Program Components

This section describes the major components which make up the CLASS Program. Included are procedures for (1) introducing the program to the whole class, (2) using the Red/Green Point Card, (3) praising the child, (4) scanning the classroom, (5) rewarding the class when the child meets the criterion, (6) handling unsuccessful sessions, (7) removing the child from the classroom according to the terms of the agreement, and (8) recycling the child to earlier phases after continued failure at a single level. For each component, a rationale for its inclusion is provided along with a list of performance goals which you should be familiar with in order to implement the program successfully. Descriptions of (1) the Program Daily Summary Chart, summarizing the details for each day of the program, (2) the Teacher Daily Record Chart, for recording both student and teacher behavior, and (3) the Response Counter, for recording student behavior after Day Twenty, are also included.

Program Daily Summary Chart

The two phases of the CLASS Program, the consultant phase and the teacher phase, are presented in these Daily Summary Charts to provide both consultant and teacher with complete information on the details of each day of the program. During the first five days, the consultant is in charge of most aspects of the program; for the remaining 25 days, the teacher assumes major responsibility for running the program.

Consultant Phase (see page 21)

The Consultant Phase Chart specifies the following: (1) Program Day; (2) the length of individual sessions and the setting in which they occur; (3) the frequency of observations to be made by the consultant; (4) the points available for the child to earn and the number required for the reward; (5) the number of praises given at the same time points are awarded by both the consultant and the teacher; and (6) the number of consequences earned at school and home for successfully reaching criterion.

Consultant Day. The days listed under this column are program days and may or may not coincide with calendar days. For example, on Tuesday, Day One of the program, the student successfully completes both sessions. On Wednesday he is absent from school. When he returns

on Thursday, the program is resumed, using procedures for Day Two - the second day the program is run.

• Duration. There are two columns under the general heading of Duration. The first describes the length of sessions and the setting in which they are to occur. The second column designates the length of the intervals in which ten-second observations are to be made by the consultant. For example, on Day One, ten-second observations are made during thirty-second intervals. Since the session lasts twenty minutes, there are forty observation intervals, two per minute. On Day Two, the observation interval is increased to one minute. As the session length remains at twenty minutes, twenty observations are made, one per minute.

Points. This column is subdivided into points possible (in the left column) and the points needed for the reward (in the right column). Total points possible for the child to earn for the first five days are respectively, 40, 20, 10, 5, and 5. The number of points needed for the reward for the first five days are respectively 32, 16, 8, 4, and 4, i.e., 80% of the total points possible.

Praise Paired with Points. The fourth column is subdivided; the left column lists the requirements of the consultant, the right lists the requirements of the teacher. On the first day of the program,

the child receives 10 praises paired with points; nine of these praises are delivered by the consultant (see left column) and one by you (right column). On Day Two, a total of nine praises are paired with points; on Day Three, seven; and five each on Days Four and Five. You gradually increase the number of points you give, and the praises accompanying them, until on Day Five you deliver all of the points that are paired with praises.

Type of Consequences. The fifth heading defines the type of consequence given for meeting the criterion. At school (left column), all the consequences are group activities awarded to the whole class; at home (right column) they are all individual rewards given only to the child. (Child may request to earn a home reward to share with his siblings.) The child must earn the school rewards for both sessions before he earns the home reward. In addition, when the student shows his parents the card, he is given three praises by the parents.

Teacher Phase (see page 22)

The format for the Daily Summary Chart for the Teacher Phase is similar to the one used during the Consultant Phase. The Teacher Phase begins on Program Day Six, the first day you assume control of the program.

Teacher Day. Here, too, the days listed under this column are program days and not alendar days.

Duration. The duration column is divided into the length of sessions (left column) and the length of intervals over which observations are made (right column). Note that during the teacher phase of the program, the child is observed for 5-second periods instead of 10-second periods.

Points. The number of points possible for the child to earn is listed in the left column, and the number he needs to earn rewards is listed in the right column.

Praise. Praises delivered at the same time as points are awarded are given only by the teacher from Day Five on. You should deliver a praise for every point the child is awarded on the green side of the card.

Type of Consequence. The consequences are divided into those earned at school (left column) and those earned at home (right column). The consequences are gradually reduced from twice daily, then daily, to once every two days, three days, and finally once following five full days of 80% on-task behavior.

From Days 21-30 the points and backup rewards are withdrawn, and you will be asked to continue to praise the student once every ten minutes, to maintain his appropriate behavior.

CONSULTANT DAY	DURATION		POINTS		PRAISE PAIRED WITH POINTS		TYPE OF CONSEQUENCES	
	Length of Sessions G = Group I = Individual	Child observed for 10 seconds during every designated interval	Total Possible	Child Needs 80%	Consultant	Teacher	School	Home
Day 1	20 min. G 20 min. I	30 sec. 30 sec.	40 40	32 32	9 9	1 1	Group "	Individual and 3 social praises
Day 2	20 min. G 20 min. I	1 min. 1 min.	20 20	16 16	7 7	2 2	" "	" "
Day 3	20 min. G 20 min. I	2 min. 2 min.	10 10	8 8	4 4	3 3	" "	" "
Day 4	20 min. G 20 min. I	4 min. 4 min.	5 5	4 4	1 1	4 4	" "	" "
Day 5	30 min. G 30 min. I	6 min. 6 min.	5 5	4 4	0 0	5 5	" "	" "

TEACHER PHASE

TEACHER DAY	DURATION		POINTS		PRaise	TYPE OF CONSEQUENCES	
	Length of Sessions G = Group I = Individual	Child observed for 5 seconds during every designated interval	Total Possible	Child needs 80%	Teacher with points	Earned at School	Earned at Home
Day 6	30 min. G 30 min. I	6 min. 6 min.	5 5	4 4	5 5	Group "	Individual and 1 social praise
Day 7	40 min. G 40 min. I	8 min. 8 min.	5 5	4 4	5 5	" "	"
Day 8	60 min. G 60 min. I	10 min. 10 min.	6 6	5 5	6 6	" "	"
Day 9	120 min. AM 120 min. PM	10 min. 10 min.	12 12	10 10	12 12	" "	"
Day 10	All day	10 min.	*See Note	To find these numbers, consult NOA chart	Once every 10 min.	"	"
Day 11	All day	10 min.	"		"	Larger magnitude Group (Day 7)	"
Day 12	"	"	"				
Day 13	All day	10 min.	"	"	"		
Day 14	"	"	"	"	"		
Day 15	"	"	"	"	"		
Day 16	All day	10 min.	"	"	"	Very large group activity on Day 15	Large home activity on Day 15
Day 17	"	"	"	"	"		
Day 18	"	"	"	"	"		
Day 19	"	"	"	"	"		
Day 20	"	"	"	"	"		
Day 25 to 30	All day	10 min.	None	None	Once every 10 min.	None	None

*To determine possible points, use either (1) or (2): (1) If the time that the child will be in school can be anticipated, then determine the total number of minutes for a day and divide by ten. (2) If the time cannot be anticipated, count the total number of positive and negative points that the child has received for the entire day. That is the number of possible points.

Classroom Presentation

Rationale

To enlist the cooperation of the student's peers, the consultant presents the program in detail to the entire class immediately before the first session on Program Day One. They are informed that they can help the student earn games, free time, field trips, etc., for the whole class. Getting each child's complete attention before making the presentation is extremely important as the children who generally do not attend are those who are quite likely to interfere with the program's successful implementation. The program, through the rewards, motivates the children to attend. As each presentation is made, the children learn better attending skills.

Performance Goals

1. Present instructions clearly and precisely for the class to attend, e.g., "Stop, look, and listen to me...".
2. Praise the children and groups of children who are attending until everyone is attending.
3. Ignore inappropriate behaviors.
4. Review the student's behaviors that will earn points and peers' behaviors that will help him do so.

5. Ask the students to tell you how they will help the student earn points, praise their correct responses and restate any part of the program that seems to be unclear.

6. Announce the reward the child will be working toward, the number of points available for him to earn, and the number required for the reward. Write these on the chalkboard.

Procedure

Getting the Class's Attention. One very effective way of getting the class's attention is shown in the following exercise:

Stand in front of the class and say "I want all of you to stop what you're doing, look at me, and listen. I want you to stop, look, and listen to me." As the students stop what they are doing and look at you, praise them individually by saying, "Good, (child's name) really knows how to show me she's ready to listen, and so does (child's name)." As more students begin attending, which will occur, praise groups by rows or areas as they begin to pay attention, e.g., "I have this whole row's attention, everyone is stopping what they are doing, looking right at me, and ready to listen! Good!"

If there is one student, or even several students who are not responding, continue to praise students who are attending, especially those who are sitting next to the nonresponsive student or students

by saying, "John is ready, so is Susie and almost everyone in the class is ready to stop, look, and listen to me." When the student looks at you, quickly praise him/her by saying, "Good! Sam's ready and the whole class is really showing me that you know how to stop, look, and listen, which is called paying attention. Very good!"

Review Student Behavior. Briefly review the child's behaviors which will earn or lose points. The following is a sample of the review procedure.

Hold up the green side of the card and ask, "Can someone tell me how (child's name) can earn points on the green side of the card? I'll call on someone who is sitting quietly with his or her hand raised." Then call on a student who is sitting quietly with hand raised. If the response is correct, praise the student for having paid close attention, and knowing what behaviors will earn points.

Call on several students until they have stated and/or you have paraphrased responses of (1) paying attention to the teacher when she is giving instructions, (2) working quietly at seat when seat-work is assigned, and so on. Some students will volunteer instances of behaviors that the child should not do. Ask if they can then tell you what he can do to earn points. Praise these children for having paid close attention too.

Review peer behavior. Ask what things the whole class can do to help (child's name) earn points for a reward for everyone. Praise approximations to responses such as, "Ignore (child's name) when he is to be working," and "Do your own work," then paraphrase: "When I ask you to work quietly you can do your own work and do it quietly. Also, when (child's name) is working, you shouldn't talk to him unless you are to be working together. If (child's name) comes over to talk to you when he is to be studying, you should say 'I can't talk to you now,' and continue to do your own work."

Announce reward. On the board, write the number of possible points to be earned during the session or day and the number required for the reward. Have the child select two or more rewards and allow a class vote to determine their preference. Write the class choice on the board next to or underneath the points (possible required).

The Red/Green Point Card

Rationale

The Red/Green Point Card is used for three main purposes. First, the visual cue of the red or green side provides immediate feedback to the student about his behavior. Doing so helps him to discriminate between his appropriate and inappropriate behaviors. What is more,

the need for teacher's negative comments is eliminated since the presentation of the red side of the card tells the child quickly and silently that his behavior is undesirable. A second use of the card is to record points which determine whether the child has earned a sufficient number for the planned reward. Lastly, the card is a means of communicating with other teachers and the student's parents about the child's progress. When the card is sent home (always signed) it tells the parents how the child did during the school day, and whether or not a home reward was earned. During the first few days of the program, the point card is used extensively to provide feedback to the child about his progress. However, as the student learns to discriminate which behaviors are expected of him and to work on his own, the use of the card as a means of providing feedback is gradually diminished.

During Days 1-5 the consultant observed the child for ten-second intervals to determine whether his behavior was appropriate or inappropriate. The teacher's observation interval is decreased to five seconds so as to fit more naturally into the teaching routine. The definitions, however, remain the same. The child must be on-task or behaving appropriately for the entire interval, before a point is awarded on the green side of the card. If the student is behaving inappropriately for any part of the five-second interval, the card

is turned to the red side and a mark placed there.

It is easy to think about the point system in terms of earning points (green side) or losing points (red side). Technically, since the "red points" are never subtracted from the "green points," a point on the red side means that the child only loses the opportunity to earn points on the green side of the card. Ultimately, if he fails to earn enough points on the green side (80% of total available) he will not earn the reward, but in the process he does not "lose points."

Performance Goals

When you begin using the card on Day Six, you should be able to:

1. Discriminate between appropriate and inappropriate behaviors.
2. Correctly use card to cue student as to whether he is behaving appropriately or inappropriately.
3. Award points on red or green side according to Program Schedule.

Procedures

On Program Days Six and Seven, you show the card (red or green side) to the student after each five-second observation. If the student

was on-task or behaving appropriately for the entire five-second interval, turn the card to the green side, call his attention to it, praise him, and mark a point on the card. If the student was off-task or behaving inappropriately for any part of the interval, turn the card to the red side and call his attention to it. Tell him why he lost a point and make a tally on the red side of the card.* If he responds to the red side by returning to task, turn the card to the green side immediately and praise him for returning to task. (No point is awarded for his returning to work.)

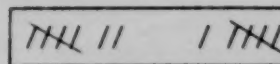
As the program progresses, the student continues to earn points, but is not shown the card each time a point is awarded. This "fading of the card" reduces the student's dependence on the card for feedback regarding his progress. From Day Eight on, simply observe the child during the appropriate interval, praise him if he was working, or tell him he lost a point if he was not, and record the point on either the red or green side of the card (or Teacher Daily Record Chart), showing him the card, according to the following schedule.

*When you begin using the Teacher Daily Record Chart, points may be recorded on that form during the period and later transferred to the Red/Green card at your convenience.

<u>DAYS</u>	<u>RATIO</u>		<u>DESCRIPTION</u>
	Card Shown	Points Awarded	
Days 6-7	1	: 1	On Days Six and Seven, the card is shown to the student each time a point is given.
Days 8-9	1	: 2	On Days Eight and Nine the card is shown to the student only half of the times that points are awarded.*
Day 10	1	: 3	On Day Ten the card is shown to the student once every three times points are awarded. You may follow the same procedures as outlined above.
Days 11-12	1	: 5	On Days Eleven and Twelve the card is shown only once for every five points awarded.
Days 13-15	1	: 10	On Days Thirteen through Fifteen the card is to be shown only once every ten times a point is awarded.
Days 16-20	---		From Day Sixteen on the card is not shown unless it is absolutely necessary to help the student discriminate appropriate or inappropriate behavior.
Days 21-30	---		The card is never shown.

*An easy way of arranging this is to tally the points awarded with the card on one side of the tally box on the card, and the other points given without the card on the other side. For example, the box on each side of the card might look like this:

and it is easy to see it if you're keeping both even. When you begin to use the Teacher Daily Record Chart, you can arrange the intervals



↓ ↓

with card without card

in advance by putting a mark in each box in which you are going to show the card. Whenever the next observation interval occurs, check the chart to see whether it is one in which you show the card and then act accordingly.

Teacher Daily Record Chart

On Day Eight you begin to use the Teacher Daily Record Chart. This chart is used in three ways: (1) to record the student's behavior, (2) to record praises given by you to the student for appropriate behavior, and (3) to provide an overall pattern of the child's behavior throughout the day.

The Teacher Daily Record Chart divides the school day into 10-minute intervals and it is during each of these intervals that you are to observe the child for five seconds and determine whether his behavior is appropriate or inappropriate. In each interval you record (1) the child's behavior: plus (+) if a point is to be marked on the green side of the card for appropriate behavior; minus (-) if a point is to be marked on the red side of the card; (2) the time at which you made your observation, e.g., (+9:08); and (3) your own praise by recording a circle on the corner of the box, e.g., (+9:08^o). This procedure helps you maintain accuracy in varying the times you give praises and points during each 10-minute interval.

The chart also provides an overview of the child's performance during the day, spotlighting any pattern of off-task behavior which might appear from day-to-day. If, for example, you note that a child is consistently losing points during a specific time period, you may

wish to focus on what conditions exist during that time and plan some changes.

When you begin the use of the Teacher Daily Record Chart on Day Eight, you may wish to record all of the points on the Chart and only transfer them to the Red/Green Point Card at the end of each day. This can be done easily if you have a self-contained classroom and are the only person awarding points. However, if the child is being awarded points in other activities such as music, library, or on the playground, to which he takes the Point Card, the card should be checked upon his return and the points added to the Daily Record Chart so that a complete record can be kept on one sheet. At the end of each day, the total can then be transferred to the Red/Green Point Card and sent home or placed on the poster sheet as required.

The Response Counter

Program Day Twenty is the last day in which rewards are provided for meeting the 80% criterion. However, Days 21-30 are still important in that they determine the success or failure of the program. Can the child continue to work at a high level of performance and meet the criterion daily without rewards, simply for praise and approval alone? Therefore, it is important that you continue to monitor the child's

performance and your own.

The use of the Teacher Daily Record Chart, by this time, has become associated with point counting and rewards. The child may continue to work for some time simply because you continue to carry around the clipboard. This does not allow a true test of whether or not the child can perform in a natural setting without any tangible cues. Furthermore, by Day 21, your skill of recording points at irregular 10-minute intervals should be at a level which allows you to record points without the aid of the Teacher Daily Record Chart. Therefore, on Program Day 21, a response counter, which is worn on the wrist, is provided on which you can continue to record appropriate and inappropriate behavior, but which attracts less attention and allows you, in addition, more freedom of movement.

The response counter has two recording units. The plunger on the side operates the upper two digits and is used for recording the child's appropriate behavior. The single digit on the counter at the bottom operates a single digit and is used for recording inappropriate behavior. To help you remember, red and green markers have been placed on the surface of the counter. After observing the child for five seconds and determining he is on-task, press the plunger on the side, recording an appropriate response in the upper counter (green), and

praise him as you did before. If the child is off-task, turn the dial at the bottom, recording an inappropriate response in the lower counter (red), and say nothing. At the end of each day, the number in the upper counter plus the number in the lower counter should be equal to the total number of intervals for the day. Dividing the upper figure by the total (using the 80% chart) indicates whether the child has met the criterion for that day. The upper figure should also indicate the minimum number of praises that you have given the child.

Praise.

Rationale

For many acting-out children, teacher attention or praise has little effect on their behavior. You might tell a child he's done a good job and have him respond "Big deal!" Social praise becomes more rewarding for students after points have been paired or become associated with praise. Therefore, it is important that when you award points for appropriate behavior you simultaneously deliver a praise statement to the student which describes why he earned a point. This pairing of points and praises makes it more likely that when the points are eventually removed the child continues to work for rewards

occurring naturally within the setting, such as your praise and approval.

Descriptive praises are highly recommended as they make perfectly clear what behaviors are being rewarded. This teaches the child which behaviors are expected of him, and increases the probability of those behaviors occurring in the future. You may choose to go over to the child to deliver a praise, but realistically you are often busy with other children or groups of children when it is time for you to observe and praise. Therefore, a call-out praise, i.e., one made at a distance from the student, may be made.

Performance Goals

1. Pair descriptive praise with the awarding of points.
2. Praise just before points are awarded, e.g., "Good work! You've earned another point."
3. Provide the minimum number of praises during each period.

Procedure

On Program Days 1-5, the consultant signals you when you are to praise the child and award a point. Approach the child, make sure he is on-task when you arrive, then praise him and mark a point on the green side of the card. The number of praises and points you give increases from one during each 20-minute period on Day One to five for the Day Five 30-minute periods. Beginning on Day Six, you

have the point card with you and award praises and points at scheduled intervals. Remember that the timing is most important - a praise should be given just before a point is awarded.

The child may be praised more frequently than the number of designated for a specific period or day. There are many other opportunities to give praises. For example, if a child has been shown the red side of the card for inappropriate behavior and returns to work, it is a good idea to wait a few seconds and then praise him for returning to work. However, if this does not coincide with a five-second segment during which points may be awarded, then praise should be delivered alone. (These extra praises do not count toward the minimum requirement for that period.)

It is easy to use the same praise statements over and over. You become bored, the child may become bored, and the result is that your praises begin to lose their effect on the student's behavior. Thus, a list of praise statements used by teachers we have worked with in the past is included in page 105 to help give you fresh ideas about what to say to the child.

Some teachers have found that the frequent praise directed at the target child occasionally is seen as unfair by other members of the class. To circumvent this problem, teachers have increased their frequency of praise and approval to all students, thereby reducing the discrepancy between that directed at the target child and his peers. Another solution is to increase your use of group praises, i.e., praise all members of the class together. For example, you might say, "You are all working so hard to help Johnny earn the reward for the whole class!" This reduces the need for individual praises yet still communicates your approval for appropriate behavior. Expressing approval to other members of the class may have added benefits as most children will react positively to praise alone and do not require tangible rewards as does the acting-out child. Thus, using simply praise and approval for appropriate behavior you can improve the work behaviors of the entire class.

Scanning

Rationale

The scanning technique is probably one which many of you use in your classrooms. It is simply the practice of looking around the room to obtain a picture of the ongoing activity. In doing so, you assess

the behavior of groups as well as individuals. The practice of scanning at frequent intervals enables you to spot a wide variety of behaviors. Often, we only look up when the classroom becomes very noisy or when children are disruptive. This kind of "scanning" gives you a biased picture of a child's behavior since he is off-task every time you look up and you can easily conclude that he doesn't exhibit any other kind of behavior.

By scanning at irregular intervals, you have a much better idea of the overall functioning of the target child as well as his peers. You are more likely to catch students behaving appropriately and will find it easier to praise them and thus maintain and perhaps increase their appropriate behaviors.

Performance Goals

1. Look around the room every chance you get to praise students who are behaving appropriately.

Procedure

In the CLASS program, scanning is an essential part of successfully manipulating the Red/Green Point Card and in awarding points and praise, all of which shape the behavior of the target child. Beginning Day Six, you have the card and are responsible for awarding praise and points at irregular intervals. In order to obtain an objective

picture of the child's functioning when awarding praise and points, frequent scanning permits you to see him when he is on-task and not attracting attention to himself as is so often the case with disruptive children. Therefore, practicing frequent scanning establishes it as a habit which prepares you to randomly select intervals during which a point will be delivered. Lastly, frequent scanning increases the opportunity to give additional praise to the target child as well as other students who model appropriate behavior.

Determining 80% Criterion

Rationale

From Program Days One through Nine, the criterion for success is fixed and can be found on the Daily Program Summary Chart. When the program is extended to cover the entire school day, beginning with Program Day Ten, the number of intervals may vary from day to day. Therefore, two methods for determining the total number of intervals (and thus the number of points possible and the number required for a reward) are presented below. The first method is recommended, but occasionally the second method may have to be used.

Performance Goals

1. Ability to determine 80% criterion for any day.

Procedures

1. The first method for determining the maximum number of points available should be used if the length of the school day is fairly standard and the routine consistent from day to day. To use this method, divide the total number of minutes the child is in the program by 10 (10-minute observation periods). For example, if the child starts school at 9:00 and leaves school at 2:30, his school day would consist of 5-1/2 hours. In 5-1/2 hours (330 minutes) there would be 33 10-minute intervals ($330 \div 10 = 33$). Therefore, the total number of points available to the student is 33, and the criterion for earning the reward is 26 (80% of 33). The 80% chart provides a quick reference for determining criterion. The total number of points awarded while the program is running is in the left column; 80% of that figure is in the right column. This method allows you to write the number of points available and the number required for a reward on the board at the beginning of every day so that the child and his peers know what the requirement is.

2. The second (less acceptable) method for determining the number of points available is simply to total the number of points recorded on both sides of the card or the Teacher Daily Record Chart, and find 80% of that number using the 80% Chart. Unfortunately, as this is a post-hoc procedure, the number required for reward cannot be determined until the end of the day.

What To Do If Child Reaches Criterion

Rationale

"Reward stamps in behavior." This is especially true if the reward follows the behavior closely in time. Therefore, it is extremely important that the reward for meeting the criterion should be provided immediately after the session, especially in the early stages of the program. In addition, it precludes the opportunity for the student to engage in inappropriate behaviors which might then be followed by the rewarding activity. Such an arrangement would reinforce or "stamp in" the wrong behavior.

Involving the peers in the reward is an effective method for channeling normal peer pressure to help the student acquire and maintain behaviors that are associated with academic and social success.

Performance Goals

1. Obtain the class's attention.
2. Heighten excitement and suspense when announcing points earned.
3. Rally group praise and applause for the student and for the class.

Procedure

If, after completion of the session, the student has earned a sufficient number of points for a reward, have him/her go with you to

the front of the room. Obtain the attention of the students as is described on page 24. It is a good idea to heighten the suspense of presenting the positive consequence. You might do this by asking someone in the class how many points (child's name) needed for the reward, and another, what reward the child was trying to earn for the whole class.

Then, have the child announce the number of points he earned. Ask someone sitting quietly if enough points were earned for the reward. When the child says "yes!" praise him and say something to the class members to the effect, "Let's give (child's name) a big hand for working so hard and yourselves a big hand for helping him earn the points. Good job."

Initially, the child should be the "leader" in the reward activity. If, for instance, activity is early dismissal or extra recess time, you might have the child choose people to line up who are sitting quietly and ready to go. If the activity is a game, have the child start it or be the leader, and have him choose subsequent leaders when he is displaced. If the student earned a popcorn party, he should be allowed to help make and distribute the popcorn and choose others to help. This leadership role is important not only in helping the student see himself as one who is cooperative and included in activities, but also in helping other members

of the class see him in a new role.

From Program Days Eleven through Twenty (with the advent of two, three, and five day requirements for rewards) there are slight changes in the procedures. At the beginning of Day Eleven, a poster made of construction paper and large enough to contain two Red/Green cards and a brief statement (see figure below) is placed where it can easily be seen. On the poster, outline two cards and place a statement indicating the child's name, requirements for a reward, and the reward for which the child is working, e.g., "Johnny needs two days for a popcorn party." (See sample) As the child successfully completes each day, that day's card is attached to the poster, green side out, indicating that one of the two days is completed. After the criterion is met for the second day, the second card is attached

Johnny needs two days for a Popcorn Party.	
Space for Card	Space for Card

completing the requirement for the reward at that level, i.e., two days. For Days Thirteen through Fifteen, the poster provides an outline of three cards and a reward statement, and for Days Sixteen through Twenty, spaces for five cards and a statement. From Day Eleven on, cards are not sent home daily, but only when criterion for the reward is achieved, whereupon the poster with all of the cards is given to the child to show to his parents.

A list of suggested school rewards is contained in the Appendices providing examples of events that are appropriate for various levels of the program.

What To Do If Child Does Not Meet Criterion

Rationale

A brief statement is made to the class to the effect that the contingencies are operating, i.e., no reward was earned. This avoids focusing on the failure, it doesn't imply that the student won't earn a reward the next time and does not reinforce the student by attending to failure.

Performance Goals

1. Make a brief statement to the class explaining that the student didn't earn the reward this session but will probably make

it the next time.

2. Specify when next session will be.
3. Do not focus on the student's failure.

Procedures

Obtain the attention of the class members. Say something to the effect that "(Child's name) earned a number of points today but not enough to earn (specify reward) for the class. Sometimes it's very difficult to earn this many points. The next session (specify time, e.g., this p.m., tomorrow) we will try again and I'm sure that at that time (child's name) will be able to earn enough points for (specify reward) for all of you."

Praise the class for attending to you during the announcement and, if appropriate, for helping with the program by working quietly, not bothering other students when they are working, or any other behaviors that you may have noticed during the previous session. When appropriate, specify those behaviors the other members of the class may have displayed that prevented the student from earning points. However, don't be overly critical, and don't identify individual students. Just announce the inappropriate behaviors in a neutral tone and emphasize those behaviors which would help the child earn enough points for a reward.

Steps for Removing Child from the Classroom

Rationale

Expulsion is an infrequently used punishment in most schools. It is considered rather severe and seems to many teachers an admission of their own inability to handle the child in the classroom. The CLASS Program uses systematic expulsion to teach the child that there are specific behaviors which are simply not acceptable to the school environment; that if a child behaves in those specified ways, he cannot remain in school. Moreover, the expulsion is handled in as unemotional and business-like a manner as possible.

The CLASS procedures also specify that after the child leaves the classroom he must continue to work on school assignments - he may not simply "goof off" or watch TV. When the teacher sends the child out of the room, either home or to a work area, she gives the child enough school work to keep him busy until the end of the school day. Under the terms of the CLASS agreement, not only school personnel but parents as well agree to insist that the child keep working on these assignments. Note: When the work has been completed and when the regular school day has ended, the child is free to do whatever he normally does. However, the work must be completed before he is re-admitted to the classroom on the following day.

The reason that systematic expulsion is effective is that it is used within a highly rewarding environment. When the child is working in the program he receives a great deal of attention from teachers and peers, and rewards at school and at home. When he is removed from this setting he still has to continue to work, but does not interact with the students, and does not earn rewards either at school or home. All of this increases the probability of his staying in school and working, and avoiding behaving in ways which will result in removal from class.

Performance Goals

1. Remind the student of the unacceptable behaviors described in the agreement and point out the specific behaviors for which he is being excluded.

2. Contact the consultant or principal and have him telephone parents to notify them of the removal from class. If the parents are unable to have the child at home, the consultant or principal will arrange for an area in which the child will go to work privately.

3. Compile individual work materials which would keep the student occupied if he were working until the end of the regular school day.

Procedure

1. Tell the child briefly that he had agreed to do certain things in school, like work hard, and not to (specify behavior for which he

is to be removed). Say that he will have to go home (or to a special room) to work for the rest of the day.

2. Remove the student from the setting in which the behavior was disruptive and have the student go to an empty room (counselor's office, teacher's conference room, principal's waiting room, etc.).

3. Contact the consultant or principal who will notify the parents and tell them that their child has been removed from the classroom setting. Specify the behavior(s) for which he is being removed. If the parents are unable to have the child at home, the consultant or principal will arrange for an area in which the child will go to work privately.

4. Compile a folder of materials for the student to take home or to the work room. Provide enough materials to keep the student busy through the end of the school day; include a reading book for students who complete work before school day ends. Be realistic about the amount of work, as he must complete it and return it the next day in order to be readmitted to your class. These materials should be easy enough for the student to complete with a minimum of outside help. The instructions for use of materials should be fully explained to the student by the teacher, or the materials should be so self-explanatory that the student will be able to determine what is expected

of him.

5. Prepare the point card so that it can be sent home with the student. Specify the reason(s) for removal from class and sign the card.

6. Do not be critical of the child's performance. Expulsion is expected to occur as the contingencies are tried and tested by the child.

7. Do not engage in conversation with the child. This only provides attention for his inappropriate behavior.

Recycling Procedure

Rationale

Each successive day of the CLASS Program is designed to reduce the incidence of failure and promote a successful experience for the child. For most children, the program as outlined works extremely well; for some the change from one day's requirement to the next is too great. In order to minimize the experience of failure and adjust the program to the requirements of individual children, a recycling procedure is used. In the CLASS Program, a child must experience success at each step of the program before he proceeds to the next. However, if he experiences continued failure at any step, the program

recycles to an earlier successfully completed level.

Performance Goals

1. Is able to demonstrate use of recycling procedure.

Procedure

In recycling, a failure is defined as two "misses," at whatever level the student is working. Descriptions of the recycling procedures will be presented for the various levels of the program.

Day 1 - Day 9. During this part of the program two successfully completed sessions within a single day are required before the child can go on to the following day. For example, if the child fails one of the sessions on Day Three, then he must continue on that step until he earns the required number of points for both sessions on a single day. If he continues to fail only one of the sessions, continue on that level until he successfully completes both sessions.

Recycle: If the child should fail both sessions on a single day, then return to an earlier successfully completed level. For example, if the child fails both 120-minute sessions on Day Nine, then he should be recycled to Day Eight in which there are two 60-minute sessions. When he has successfully completed both of these on a single day, then the program returns to Day Nine.

Day 10. The child must be successful on Day Ten, i.e., display 80% appropriate behavior for the entire day, before he can proceed to

Day 11.

Recycle: If the child does not reach the 80% appropriate criterion for two successive program days, then return to the Day Nine procedures until he once more experiences success. Then return to Day Ten.

Days 11-20. The child may proceed to the next step of the program provided he successfully completes the requirements for each level with no more than a single day's failure, i.e., if he fails two days, he would be recycled.

Recycle. If the child is unsuccessful on any two days within any level (they need not occur on two consecutive days), return to the program as outlined for Day Ten. When the child experiences success at this level, return to the first day of the level at which he was previously unsuccessful. For example, if the child moves to the 5-day program (Days 16-20), is successful on Days 16 and 18, but fails Days 17 and 19, he is then recycled to the Day 10 procedures. After experiencing success at this level, and receiving a reward, he returns to Day 16 and begins the 5-day block again.

Days 21-30. This phase is used to determine the child's ability to maintain 80% appropriate behavior when rewards (school or home) are not systematically applied. Some children may have difficulty maintaining at an 80% level, when this occurs, recycling procedures are used.

Recycle: If the child fails to maintain at 80% appropriate for two days during this ten-day period, he should return to the procedures in operation for Day Ten. After he experiences success at this level, he returns to Day 21 procedures.

Sample Situations

The following examples can help you to check your knowledge of the recycling procedures:

1. Problem: On Day Four, the student fails Session 1 but successfully completes Session 2.

Recycle: There is no school reward for Session 1, but one is provided for Session 2. There is no home reward because a complete day was not achieved. Repeat Day Four until two successful sessions are attained in a single day.

2. Problem: On Day Ten, the student does not reach the 80% criterion.

Recycle: Provide no school or home reward. Day Ten is repeated the next day.

3. Problem: The student fails Program Day Ten for the second consecutive day.

Recycle: No school or home rewards are provided. Recycle to Program Day Nine on the following school day.

4. Problem: The student has successfully completed Day 13 but fails Day 14.

Recycle: At this level, three successful days are required to earn the reward. Therefore, the child earns no home or school reward and attempts to complete Day 14 on the following school day.

5. Problem: The student is successful on Days 16 and 17, fails Day 18, is successful on Day 19 and fails Day 20.

Recycle: When two failures occur at any level, the child is recycled. Two failures occurred on Day 18 and Day 20. Tomorrow the student is recycled to Day 10. If he successfully completed Day 10 and receives both home and school rewards, he returns to Day 16 and again tries for five successful days.

SECTION IV

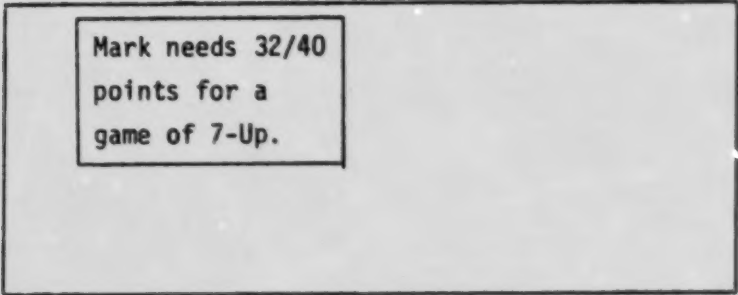
Daily Program Procedures

This section provides narratives of the tasks to be performed each day of the program. During Consultant Days, the procedures that pertain to you are spotlighted in BOLD TYPE. Also highlighted throughout are the changes which occur from day to day. To make your tasks easier to learn, detailed checklists of the procedures are provided for the last consultant day and the first two days of the teacher phase.

CLASS Program Procedures - Day One

On Day One of the program, the consultant has chief responsibility for presenting the program to the class and running the program for two 20-minute sessions. ON THIS DAY, YOU ARE ASKED, FOLLOWING THE PRESENTATION, TO WRITE THE CHILD'S NAME, THE NUMBER OF POINTS AVAILABLE, AND THE NUMBER OF POINTS REQUIRED FOR THE REWARD, AS WELL AS THE REWARD ACTIVITY SELECTED BY THE STUDENT ON THE CHALKBOARD (see illustration). YOU ARE ALSO CALLED UPON, WHEN SIGNALLED BY THE CONSULTANT, TO DELIVER ONE POINT AND PRAISE TO THE CHILD DURING EACH OF THE TWO 20-MINUTE SESSIONS.

Illustration:

Chalkboard

Mark needs 32/40
points for a
game of 7-Up.

If the child earns the number of points required for the reward, approximately five minutes should be allotted immediately following each 20-minute period for the reward activity. BOTH YOU AND THE CONSULTANT SHOULD MONITOR THE REWARD ACTIVITY TO BE CERTAIN IT IS SOMETHING THE CHILD ENJOYS DOING AND ALSO TO ENCOURAGE HIM TO INTERACT IN A POSITIVE WAY WITH HIS PEERS. During this time, if the activity is going smoothly, the consultant may wish to share his impressions with you about the previous period.

CLASS Program Procedures - Day Two

On Day Two, the consultant will again have chief responsibility for conducting the two 20-minute sessions. He introduces each session and reviews the program with the class, but not in as great detail as on Day one.

Today, the consultant's 10-second observation period occurs once during each minute interval, decreasing the amount of checking that is required in the program. This is the first step in a programmed shift toward less monitoring or checking as the child achieves success on each day of the program and can work for longer periods on his own.

Nine praises paired with points are required for each session on Day Two. The consultant decreases his praises to seven while YOU NOW GIVE TWO PRAISES DURING EACH SESSION, WHEN SIGNALLED BY THE CONSULTANT.

AGAIN, YOU ARE ASKED DURING THE PRESENTATION TO GO TO THE BOARD AND WRITE THE NAME OF THE REWARD ACTIVITY SELECTED BY THE CHILD.

CLASS Program Procedures - Day Three

A number of changes take place on Day Three. (1) The length of the interval during which the child is awarded a single point increases; (2) frequency of praise by teacher increases while frequency of praise by consultant is reduced, and (3) the consultant begins to move physically away from the child during the running of the program.

Realistically, it would be quite impossible for you to spend as much time with the student as the consultant has to at this point. For this reason, the consultant begins gradually to move from the student so that the environment becomes more like the one that will exist after he leaves the room. Also, as the student begins to spend longer periods of time working it is not necessary for the consultant to provide constant feedback by signalling the student with the point card. When this occurs, the card is used mainly for recording points.

During each of the two 20-minute sessions, the child is praised a minimum of seven times. YOU GIVE THREE OF THOSE PRAISES (one more than on Day Two), WHEN SIGNALLED BY THE CONSULTANT, AS ON DAYS ONE AND TWO. TWO OF YOUR PRAISES SHOULD BE PRIVATE PRAISES FOR WHICH YOU APPROACH THE CHILD AND SPEAK PERSONALLY TO HIM. THE REMAINING PRAISE SHOULD BE A CALL-OUT FROM ACROSS THE ROOM.

CLASS Program Procedures - Day Four

There are several more changes in the procedures on Day Four:

1. The length of the interval during which a point is given increases from two minutes to four minutes.
2. The number of possible points earned during the period decreases from ten to five; the minimum requirement for a reward is four.
3. The number of your praises that are paired with points increases from three to four, with a concomitant decrease in the consultant's praises from four to one. Two of your praises should be call-out praises.
4. A QUALITATIVE CHANGE IN THE PROGRAM REQUIRES THAT YOU INTRODUCE THE SECOND SESSION. THIS INVOLVES YOUR GETTING THE ATTENTION OF THE ENTIRE CLASS BEFORE ANNOUNCING THE NUMBER OF POINTS REQUIRED FOR A REWARD, DETERMINING THE REWARD ACTIVITY, AND WRITING THE INFORMATION ON THE BOARD.

CLASS Program Procedures - Day Five

On Day Five several changes occur, which center on transferring more responsibility for running the program from the consultant to you.

1. The duration of both sessions is increased from 20 minutes to 30 minutes.

2. The duration of the interval over which the child is observed and earns a point is increased from five to six minutes.

3. TODAY YOU PRAISE THE CHILD AS POINTS ARE RECORDED ON THE CARD FIVE TIMES. THREE OF YOUR PRAISES SHOULD BE CALL-OUT PRAISES (THE CONSULTANT AWARDS THE POINTS AS YOU DELIVER THESE PRAISES). THE OTHER TWO PRAISES SHOULD BE GIVEN WHEN YOU ARE CLOSE TO THE STUDENT. YOU SHOULD MARK THE POINTS ON THE CARD THESE TWO TIMES. NOTE THAT THE CONSULTANT'S PRAISES ARE NO LONGER PAIRED WITH POINTS.

4. TODAY YOU ASSUME RESPONSIBILITY FOR HAVING THE CHILD CHOOSE TWO OR THREE REWARDS HE WOULD LIKE TO EARN, AND THEN HAVING THE CHILDREN CHOOSE THE REWARD FOR THE FIRST SESSION. THE ACTIVITY SELECTED BY THE LARGEST NUMBER OF THE CHILD'S PEERS IS USED FOR THE FIRST SESSION, AND THE ACTIVITY RECEIVING THE SECOND HIGHEST NUMBER OF VOTES MAY BE USED AS A REWARD FOR THE SECOND SESSION.

The following procedures are similar to those used for Day Four:

1. The number of points awarded and the required number for

earning the reward are, respectively, five and four.

2. The consultant introduces the first session and you introduce the second session.

THE CONSULTANT WILL ARRANGE TO MEET WITH YOU PRIOR TO PROGRAM DAY SIX. AT THE END OF THIS MEETING YOU SHOULD FEEL FULLY INFORMED AND BE PREPARED TO ASSUME RESPONSIBILITY FOR THE PROGRAM.

CLASS Program Checklist - Day FiveMaterials Required

- _____ 1. CLASS Program Daily Summary Chart

Procedures - Session I

- _____ 1. BEFORE THE CONSULTANT ANNOUNCES THE FIRST SESSION, HAVE THE CHILD CHOOSE TWO OR THREE REWARDS FOR THE REST OF THE CLASS TO VOTE ON. THE REWARD ACTIVITY RECEIVING THE LARGEST NUMBER OF VOTES WILL FOLLOW THE FIRST SESSION IF THE CHILD MEETS THE CRITERION.
- _____ 2. Record the number of points possible, the number required for the reward, and the reward activity on the chalkboard.
- _____ 3. DURING THE SESSION, YOU PRAISE THE CHILD A MINIMUM OF FIVE TIMES WHEN THE CONSULTANT CUES YOU. THREE OF THESE PRAISES SHOULD BE CALL-OUTS FROM ACROSS THE ROOM, AND THE OTHER TWO SHOULD BE GIVEN IN CLOSE PROXIMITY TO THE CHILD.

Procedures - Session II

- _____ 1. Check Program Daily Summary Chart for:
- _____ a. Length of session.
 - _____ b. Observation interval.
 - _____ c. Number of points possible/required.
 - _____ d. Minimum number and kind of praises you will be asked to give.
- _____ 2. Introduce the second session to the class.
- _____ a. Scan the class, praise children who are attending to you until you have everyone's attention.
 - _____ b. Introduce the second session briefly.
 - _____ c. Record the number of points possible, the number required for the reward, and the reward activity on the chalkboard. The reward will be the second of the choices decided upon by the prior vote.

- _____ 3. DURING THE PROGRAM, PRAISE THE CHILD FIVE TIMES WHEN YOU ARE CUED BY THE CONSULTANT.
- _____ 4. ANNOUNCE THE RESULTS OF THE PROGRAM TO THE CLASS MEMBERS. SUPERVISE THE REWARD ACTIVITY IF CHILD MEETS CRITERION.
- _____ 5. Prepare the point card, and give to the child to take home at the end of the school day.

CLASS Program Procedures - Day Six

On Day Six you assume control of the program and the consultant is available to you as an advisor from this day until the conclusion of the program. There are only three procedural changes in the program from Day Five to Day Six. (1) YOU INTRODUCE BOTH SESSIONS, (2) YOU HOLD THE RED/GREEN POINT CARD, AND (3) YOU DETERMINE IF THE STUDENT EARNED A POINT BY OBSERVING HIM FOR FIVE SECONDS DURING EACH SIX-MINUTE INTERVAL.

The following procedures should be followed:

1. Introduction of sessions.

a. Briefly review the behaviors for which the child may earn or lose points and the ways in which the class members can help the child earn the reward activities.

b. The child should select two or three rewards he would like to earn. The class then chooses from rewards the child selected; the reward receiving the most votes is used for the first session, and the one receiving the second highest number is used for the second session.

c. Write the number of points possible for the child to earn, the number required for the reward activity, and the reward the child and class are working toward on the chalkboard

before each session.

2. Scanning procedures.

a. During the program, you should practice looking around the room and observing the child and his classmates at frequent intervals. Often we only practice "scanning" when the classroom becomes very noisy or when children are disruptive. By scanning at irregular intervals you will have a much better idea of the functioning of the child in relation to his peers.

3. Awarding of points.

Once during each six-minute observation interval, observe the child for five seconds. Award a point on the green side if the child is on task for the entire five seconds, or award a point on the red side if he is not working during the five seconds. Show the card to the child and tell him why he either earned or lost a point. It is extremely important to vary the times you observe the student from interval to interval. For example, if you observe the student at the beginning of one six-minute period, you should observe at the middle or at the end of the next six-minute period, and so on. This varying schedule is highly effective in keeping the child on-task since he never knows when a point is to be awarded; he tends to work more consistently.

4. Announcement of results.

After completion of the session, confer briefly with the consultant before you announce the results to the class (the consultant will have been recording the child's behavior continuously during the session).

a. If the student reached criterion, get the attention of the class members, have the child announce the number of points he earned that session, then supervise the reward activity.

b. If the student does not reach criterion, announce briefly that the child did not make the required number of points for the reward, that it is sometimes difficult to earn that many points, and that when the next session is held (specify time), you are confident he will earn enough points for the reward.

CLASS Program Checklist - Day SixMaterials Needed

- _____ 1. CLASS Program Summary Chart
- _____ 2. Red/Green Point Card
- _____ 3. Pen or pencil
- _____ 4. Clock or watch

Procedures

- _____ 1. Check Program Daily Summary Chart for:
 - _____ a. Length of session
 - _____ b. Observation interval
 - _____ c. Number of points possible; number of points required
 - _____ d. Minimum number of praises you will give
- _____ 2. Announce first session to the class.
 - _____ a. Obtain the attention of the class.
 - _____ b. Announce that the program is going to begin.
 - _____ c. Ask the child to choose two or three reward activities upon which the class then votes.
 - _____ d. Write the number of points possible, the number required for the reward, and the reward activity selected by the class on the chalkboard.
- _____ 3. Scan the class and praise children who are working or who are in other ways behaving appropriately.
- _____ 4. DURING EACH SIX-MINUTE INTERVAL, OBSERVE THE STUDENT FOR FIVE SECONDS, THEN SHOW HIM EITHER THE RED OR GREEN SIDE OF THE CARD EACH TIME YOU AWARD A POINT. EACH TIME YOU AWARD POINTS ON THE GREEN SIDE, BE CERTAIN TO PRAISE THE STUDENT AND TELL HIM WHY HE EARNED THE POINT.
- _____ 5. ARRANGE TO HAVE THE EARNED REWARD ACTIVITY IMMEDIATELY FOLLOWING THE SESSION. APPROXIMATELY FIVE MINUTES SHOULD BE ALLOWED. IF THE STUDENT DID NOT REACH CRITERION, ANNOUNCE

THIS TO THE CLASS, AS DETAILED ON PAGE 44.

- _____ 6. Repeat procedures 1-5 for the second session.
- _____ 7. Prepare the card and send it home with the child at the end of the school day.

CLASS Program Procedures - Day Seven

On Day Seven the amount of time the child is involved in the program increases, and the amount of time required of you is gradually reduced. The two changes made in program procedures from Day Six to Day Seven are:

1. THE DURATION OF BOTH SESSIONS IS INCREASED FROM 30 TO 40 MINUTES.
2. THE CHILD EARNS A POINT, ON EITHER THE RED OR GREEN SIDE OF THE CARD, ONCE EVERY EIGHT MINUTES, AN INCREASE FROM THE SIX-MINUTE INTERVAL USED ON DAY SIX.

The following remain the same for Day Seven as for Day Six:

1. The number of points available, and the amount required for the reward, remain at five and four respectively.
2. You show the card to the child each time a point is awarded on either the red or green sides of the card.

Expect the consultant to visit the classroom to collect data during one of the sessions. He will have reserved time to answer any questions you may have regarding the program and/or to discuss the data he collected. Contact him to arrange a meeting if you wish.

CLASS Program Checklist - Day Seven

Materials Needed*

- _____ 1. Program Daily Summary Chart
- _____ 2. Red/Green Point Card
- _____ 3. Pen or pencil
- _____ 4. Clock or watch

Procedures

_____ 1. Schedule

Length of session	40 minutes
Observation interval	8 minutes
Number of points required/possible	4/5
Minimum number of praises by you	5

_____ 2. Announce the first session to the class.*

- _____ a. Obtain the attention of the class.
- _____ b. Introduce the session.
- _____ c. Ask child to choose two or three reward activities upon which class then votes.
- _____ d. Write number of points possible/required, reward activity selected by class on chalkboard.

_____ 3. Scan the class and praise children who are working or who are in other ways behaving appropriately.

_____ 4. DURING EACH EIGHT-MINUTE INTERVAL, SHOW THE STUDENT THE RED/GREEN CARD EACH TIME YOU AWARD A POINT. EACH POINT EARNED ON THE GREEN SIDE IS TO BE PAIRED WITH DESCRIPTIVE PRAISE.

_____ 5. If the child meets criterion, arrange a reward activity to immediately follow the session. Otherwise, make an announcement to the class as specified in the procedures on page 44.*

_____ 6. Repeat procedures from 2-5 for the second session.

- ____ 7. Prepare the card and send it home with the child at the end of the school day.*

*Remain constant through Program Day Twenty.

CLASS Program Procedures - Day Eight

Schedule

- | | |
|---|------------|
| 1. Length of session | 60 minutes |
| 2. Observation interval | 10 minutes |
| 3. Number of points required/possible | 5/6 |
| 4. Number of times Red/Green Card shown | 3/6 |
| 5. Minimum number of praises | 6 |
| 6. Use Teacher Daily Record Chart* | |

*Used from Program Day Eight - Day Twenty

There are five changes made in program procedures for Day Eight.

1. The duration of the sessions is increased from 40 minutes to 60 minutes.

2. THE FIVE-SECOND OBSERVATION IS MADE ONCE EVERY TEN MINUTES RATHER THAN EVERY EIGHT MINUTES. THIS TEN-MINUTE PERIOD REMAINS CONSTANT THROUGHOUT THE REMAINDER OF THE PROGRAM.

3. There are six ten-minute intervals in each 60-minute period, so the number of points available is six. The criterion for the reward remains at 80% of points available, five of six.

4. ON DAY EIGHT, YOU BEGIN TO USE THE TEACHER DAILY RECORD CHART. (Refer to Teacher Daily Record Chart in Section III for detail.)

ON DAY EIGHT, YOU BEGIN TO PHASE OUT THE USE OF THE RED/GREEN CARD FOR CUING THE CHILD WHETHER HIS BEHAVIOR IS APPROPRIATE OR INAPPROPRIATE. TO FACILITATE THE FADING PROCEDURE, SHOW THE CARD ONLY THREE OF THE SIX TIMES AS YOU AWARD POINTS. IF DURING ANY OF THESE THREE TIMES THE RED SIDE IS SHOWN, THE GREEN SIDE SHOULD BE SHOWN AFTER HE RETURNS TO TASK, EVEN THOUGH A POINT IS NOT GIVEN. THIS PROCEDURE WILL HELP THE CHILD MAINTAIN AWARENESS OF HIS BEHAVIOR WITH FEWER CUES FROM YOU (refer to Section III, on Red/Green Point Card for schedule).

CLASS Program Procedures - Day Nine

Schedule

1. Length of session	120 minutes
2. Observation interval	10 minutes
3. Number of points required/possible	10/12
4. Number of times Red/Green Card shown	6/12
5. Minimum number of praises	12

On Day Nine, the length of each session is increased from 60 minutes to 120 minutes (2 hours). Today, because the child is working for a longer period, the reward should be of greater magnitude to match the greater effort required of the child. You may wish to select an appropriate reward from the items listed on Suggested School Rewards found in the Appendixes.

Program Extended Outside Home Classroom

In many schools there is a high probability that the child does not stay in his homeroom for the entire school day. Therefore, as the number of minutes of the CLASS Program increases, the program may have to be extended to include a variety of settings outside the homeroom. The program is used in any additional setting in which the child is having behavioral problems if there is full cooperation and

support on the part of the other faculty members. For example, the child may have difficulties during music period when he goes to another room with another teacher. If the music teacher is interested in extending the program to her room, she should certainly be included in the program. The consultant is responsible for preparing additional staff to extend the program beyond the homeroom.

The following is an illustration of how the procedures work. When the child leaves the homeroom for another setting, you give him the Red/Green Point Card with instructions to hand it to the other staff member in the new setting. The other teacher then runs the program in the same way as the regular class teacher. If the child is on-task, the teacher praises him and awards a point on the green side of the card. If he is off-task, a point is recorded on the red side of the card. Thus, in a 30-minute music lesson, three points would be recorded in ten-minute intervals by the music teacher. When the child returns the card to your room, you then record the points he earned while in music on the Daily Record Chart.

The program can also be used in settings such as the playground, the schoolyard, the lunchroom, hallways, or any other area in which the child may be experiencing difficulty. When problems occur in other settings, you should give the card to the child and have him hand it

to that area's supervisor. In some instances, non-academic personnel may be involved in supervision of the playground or lunchroom. The consultant will contact these individuals and elicit their support. Supervision of lunchroom, playground, or schoolyard activities is usually more difficult than the classroom because of the size of the area in which the child can roam. However, the supervisor would try to find the child once every 10 minutes, get his attention, show him the Point Card, and tell him whether or not he earned a point during that observation period.

Extending the program to cover other areas of the school helps to teach the child that appropriate behavior is expected and rewarded in these areas as well as in his own homeroom. It also helps him to learn that inappropriate behavior is unacceptable throughout the school. Therefore, every aspect of the CLASS Program is in effect at all times. The child earns points in the various settings and is liable for removal from the setting if he gets into a fight, steals or damages property, or is continually disobedient to a staff member.

Some children have problems in the hallways as they move from one activity to another. They may get into fights, dawdle, or arrive late to the next class. A simple extension of the procedure may be used here. Since in most cases the movement from one classroom to another does not take 10 minutes, it does not fit the regular allotment of points awarded

by time intervals. However, the child can be informed that a point can be earned or lost for his behavior in the hallway. For example, if he arrives on time, you award a point on the green side and praise him for coming on time. If, in turn, he arrives late, you simply award the point on the red side of the card. The child's peers should be informed that points can be earned by the child for his behavior in the hallway, so that they can help him earn points by not fighting with him and by urging him to move more quickly to the next room. If classmates make comments about how well he is doing, thank them for telling you something nice about him. If they begin to "tattle," remind them you like to hear nice things about class members. If you receive a report from the classmates that the child has had an extreme problem (e.g., a fight) try to substantiate this with a hall monitor or another teacher before considering removing him from class. Only accept "peer reports" in unusual circumstances, as it is important to be entirely fair in your treatment of this child.

CLASS Program Procedures - Day Ten

Schedule

- | | |
|--|------------------------------|
| 1. Length of session | All day |
| 2. Observation interval* | 10 minutes |
| 3. Number of points required/possible | 80% of total possible |
| 4. Number of times Red/Green Card shown | 1:3 ratio (1 out of 3 times) |
| 5. Minimum number of praises* | 1 every 10 minutes |
| 6. If program extended outside home-room, review contingencies with whole class. | |

*(Remains constant through Program Day Twenty.)

There are two procedure changes which occur on Day Ten:

1. The program is extended to cover the entire school day. This change may have several implications.

a. If the program is extended to other areas with other supervisory staff, follow the procedures detailed in the Day Nine Program.

b. MAKE SURE THERE IS TIME AT THE END OF THE DAY IN THE HOMEROOM FOR A REWARD ACTIVITY.

c. USE THE PROCEDURES DESCRIBED IN THE SECTION ON DETERMINING CRITERIA IN SECTION III TO DETERMINE THE TOTAL NUMBER OF

POINTS POSSIBLE AND THE NUMBER REQUIRED TO MEET THE CRITERION,
i.e., 80% OF TOTAL.

2. On Day Ten, the Red/Green Point Card is shown to the student
only ONCE FOR EVERY THREE POINTS awarded.

CLASS Program Procedures - Days Eleven and Twelve

Schedule

- | | |
|---|------------------------------|
| 1. Length of sessions | Two days |
| 2. Observation interval | 10 minutes |
| 3. Number of points required/possible | 80% of total each day |
| 4. Number of times Red/Green Card shown | 1:5 ratio (1 out of 5 times) |
| 5. Minimum number of praises | 1 every 10 minutes |
| 6. Prepare poster for Days Eleven and Twelve WHICH GOES HOME AFTER TWO SUCCESSFUL DAYS. | |

The procedures for Days Eleven and Twelve are similar to those used on Day Ten, the exception being the use of the reward activity. For these days, the child is rewarded only after meeting the criterion on two days. Therefore, the reward for the increased effort should be of a larger magnitude than rewards for earlier efforts. Suggestions for rewards are offered in the List of School Rewards.

FROM DAYS ELEVEN THROUGH DAY TWENTY THE CHILD DOES NOT EARN DAILY REWARDS. TO HELP KEEP HIM WORKING, A SHEET OF POSTER PAPER LARGE ENOUGH TO DISPLAY THE NUMBER OF POINT CARDS SHOULD BE USED. (Refer to What To Do If Child Reaches Criterion in Section III. for detailed explanation.)

Further withdrawal of the Red/Green Card occurs on Days Eleven and Twelve. During these two days, you hold up the card ONCE EVERY FIVE TIMES you award a point on the red or green side.

CLASS Program Procedures
Days Thirteen through Fifteen

Schedule

- | | |
|---|-----------------------|
| 1. Length of sessions | Three days |
| 2. Observation interval | 10 minutes |
| 3. Number of points required/possible | 80% of total each day |
| 4. Number of times Red/Green Card shown | 1:10 ratio |
| 5. Minimum number of praises | 1 every 10 minutes |
| 6. Prepare poster for Days Thirteen to Fifteen which goes home after three successful days. | |

The procedures for Days Thirteen through Fifteen are almost identical to those for Days Eleven and Twelve. One change is the increase in the number of days the child must meet the criterion for the reward activity. Use the poster in order that the class may follow the child's progress toward the reward. The other change is the further withdrawal of the Red/Green Card. During this phase, you show the child the card only ONCE EVERY TEN TIMES you award a point.

CLASS Program Procedures
Days Sixteen through Twenty

Schedule

- | | |
|--|--|
| 1. Length of sessions | Five days |
| 2. Observation interval | 10 minutes |
| 3. Number of points required/possible | 80% of total each day |
| 4. Number of times Red/Green Card shown | NOT SHOWN EXCEPT IF
EXTENDED OUTSIDE OF
HOMEROOM |
| 5. Minimum number of praises | 1 every 10 minutes |
| 6. Prepare poster for Days Sixteen through Twenty which goes home after three successful days. | |
| 7. MEET WITH CONSULTANT ABOUT NEXT TEN DAYS. | |

This is the last phase of the program in which reward activities are used. Five days of 80% appropriate behavior are required for a reward. Therefore, the reward should be very special both at home and at school to encourage the child to work for the entire five days.

BEGINNING ON DAY SIXTEEN, THE RED/GREEN CARD SHOULD NOT BE USED EITHER TO CUE THE CHILD ON THE APPROPRIATENESS OF HIS BEHAVIOR OR TO AWARD POINTS. It should merely be filled in and pasted on the poster at the end of the day to symbolize a successful day. The Teacher Daily

Record Chart should be used to record points and praises.

AN EXCEPTION TO THIS OCCURS WHEN THE PROGRAM HAS BEEN EXTENDED TO OTHER AREAS OF THE SCHOOL. The card may then be given to the child to take to another classroom after you record on the card the number of points earned thus far. When the child returns to class, record on your Teacher Daily Record Chart the number of points awarded by the other supervising personnel, then put the card aside once again.

CLASS Program Procedures
Days Twenty-One through Thirty

Schedule

1. USE RESPONSE COUNTER TO RECORD CHILD'S BEHAVIOR.
2. Continue to praise child once every 10 minutes.
3. Recycle to Day Ten with rewards if child fails to meet 80% criterion for two days.

During this final phase of the program, the point card and the reward activities are not used and the child's appropriate behavior is maintained by contingencies operating naturally within the class setting, especially your praises. By this time, your praises have been paired with points for 20 days and they should be more powerful and meaningful for the child than they were before the program began. Days 21-30 are critical as they will determine in part the ultimate success of the program. If the child behaves appropriately, and attends with no specific reward activities contingent upon his performance, then we have a good indication that he is able to maintain his appropriate behaviors for rewards and privileges that occur naturally within the classroom.

YOU ARE ASKED TO CONTINUE TO RECORD DATA USING THE RESPONSE COUNTER TO DETERMINE HOW SUCCESSFULLY THE CHILD IS ABLE TO MEET THE CRITERION OF 80% APPROPRIATE BEHAVIOR EACH DAY. EACH TIME YOU RECORD AN APPROPRIATE BEHAVIOR ON THE RESPONSE COUNTER, PRAISE THE CHILD. THIS WILL ALSO HELP YOU MAINTAIN THE NECESSARY PRAISE LEVEL. NO DIRECT INFORMATION SHOULD BE GIVEN TO THE CHILD ABOUT THE DATA YOU COLLECT. IN OTHER WORDS, EVEN THOUGH YOU CONTINUE TO RECORD THE CHILD'S BEHAVIOR ONCE EVERY TEN MINUTES, HE IS, FOR ALL INTENTS AND PURPOSES, TREATED LIKE EVERYONE ELSE.

IF THE CHILD FAILS TO REACH CRITERION FOR TWO DAYS DURING THIS TEN-DAY PHASE, REINSTATE PROCEDURES FOR DAY TEN. AFTER THE CHILD EXPERIENCES SUCCESS AT THIS LEVEL, RETURN TO DAY TWENTY. This recycling procedure is necessary as the child's failure may indicate that he is not ready to work at that level.

SECTION V

Appendix

In this section, you can find copies of materials used for (1) making the initial referral, (2) deciding whether the child was an appropriate candidate, (3) establishing agreement between all participants in the program, (4) the daily running of the program, and (5) varying praises and school rewards.

Referral Materials

REFERRAL INFORMATION FORM

Child's Name _____
First Middle Last

Date Referral Received _____
Day Month Year

Person Receiving Referral _____ Position _____
First Last

Person Making Referral _____ Position _____
First Last

Agency	Phone
---------------	--------------

GENERAL DESCRIPTION OF CHILD (From Referral Source)

Other Agencies Involved:

HOME INFORMATION:

Child's Address _____

Phone _____ Age _____ Birthday _____ M _____ F _____
Day/Mo/Yr

School _____

Teacher _____ Father's Name _____

Mother's Name

Is child currently on medication for behavioral problems?

If so, name of current medication

Amount per day	Doctor's Name
----------------	---------------

SCHOOL PROBLEM BEHAVIORS CHECKLIST

Child's Name _____

Date _____

Rater _____ Position _____

Circle appropriate frequency for each item (only one).

H (high), M (medium), L (low), N (never)

A. Disruptive Behaviors (In classroom)	Frequency			
Out of Seat	H	M	L	N
Yelling Out	H	M	L	N
Running Around Room	H	M	L	N
Disturbing Peers	H	M	L	N
Hitting	H	M	L	N
Ignore Teacher Orders	H	M	L	N

B. General School Conduct Problems (Outside classroom)				
Complains	H	M	L	N
Fights Excessively	H	M	L	N
Steals	H	M	L	N
Destroys Property	H	M	L	N
Defiant	H	M	L	N
Argues (Talks Back)	H	M	L	N
Ignores Other Teachers	H	M	L	N

C. Poor Peer Relations (During School Hours)				
Distorts Truth	H	M	L	N
Fights Excessively	H	M	L	N
Excluded From Activity	H	M	L	N
Argues	H	M	L	N
Temper Tantrums	H	M	L	N
Bosses Peers - Needs to be #1	H	M	L	N

D. Other Behaviors

CLASS RULES FORM

On this form, record the teacher's behavioral expectations for each area of concern. Next to the main headings are examples of some of the behaviors for which specific rules may be required.

Out-of-Seat Rules (pencil sharpening, during work periods, after work completed, approach teacher, getting a drink, etc.)

Talking-in-Class Rules (talking to teacher or peers about academic or nonacademic during work periods or free time)

Bathroom Rules (permission needed, how long)

Command Rules (commands repeated, how long after command)

Playground and Hallway Rules (lineup, noise level, limits of playground)

Program Materials

AGREEMENT TO PARTICIPATE IN THE CLASS PROGRAM

The purpose of this agreement is to clearly spell out responsibilities of everyone connected with the CLASS program. This program is designed to make positive changes in the student's school behavior to promote learning and social interactions at school.

The method used is based on tested constructive procedures that require careful and systematic attention to detail; hence a clear statement of responsibilities is required. The program is to last approximately 30 consecutive school days. All persons agree to carry out the terms of this agreement and shall not change the terms of this agreement unless renegotiations among all signers have occurred. Any member can ask for renegotiation through contact with the consultant.

Student

Parent

Parent

Teacher

Principal

Consultant

Date

The consultant, _____, agrees to:

1. Conduct and supervise the CLASS program.
2. Share observational and other relevant data on behavior with all signers of this agreement.
3. Set up any meetings deemed necessary to enhance the student's progress through the program.
4. Provide materials necessary for accomplishment of program's aims.
5. Facilitate testing and observational procedures to be used prior to, during, and following the program.

Telephone number at office _____

Telephone number at home _____

The teacher, _____, agrees to:

1. Have the student observed in the classroom prior to, during, and following the institution of the program.
2. Have the student tested by appropriate staff prior to, during, and following institution of procedures.
3. Make a list of potential rewards or privileges for the classroom and carry out the contingencies when appropriate.
4. Permit the consultant to set up, provide resources, and take major responsibility for the first five days of the program.
5. Take over and maintain a prescribed and highly modified version of the first five days of the program with attention to detail and procedures on the sixth through the 30th days of the program.
6. Meet at least semiweekly with the consultant after day six to check pupil's progress and obtain feedback on the program.
7. Work with other school staff when their involvement is necessary.
8. Provide assignments for the student if any of the nonpermissible behaviors occur. (Assignments will be of sufficient length so that the student will require the rest of the school day to complete them.)
9. Contact the parents the same day if the point card from the previous day is not returned, signed by a parent. (If this cannot be done or if the card is lost, suspend the program regarding the earning of privileges for one day.)
10. Send the student home--or to a work center--if the student had been sent home the previous day and did not return the completed assignments.

The principal and/or counselor, _____, agrees to:

1. Provide necessary support for the teacher's, parents', and student's participation in the CLASS program.
2. Engage in some or all of the subsequently listed activities which may be necessary during the course of the program.
 - a. Make and encourage provisions for privileges which are earned by the student.
 - b. Approve and assist the teacher and consultant should procedures call for the student being taken out of class and sent home.
 - i. Call the parent(s) and tell them the child is being sent home and the reason for the dismissal.
 - ii. Call and have parent(s) pick up their child.
 - iii. If the child cannot be taken home, then have him/her work in a room with no privileges or social interaction until assignment is completed and classmates are dismissed for the day.
 - c. Elicit other teachers' and staff members' support of the program should the need arise.
 - d. Have your supervisory staff members collect observational data on appropriate behavior of the student during recess and lunch period if problems are reported during those times. (A simple frequency count will be obtained.)
3. Permit observation and testing prior to, during, and after termination of the program.
4. Provide support to parents by telephone, letter, or short interviews regarding the student's progress.

The parent(s), _____, agree to:

1. Follow the instructions on the red and green point card brought home by your child. Sign the card and indicate, if appropriate, the privilege given. Have the card returned to school the following school morning.
2. At the appropriate time of the program, reward your child with one of the following, or any other mutually agreed upon privileges, if he/she earned the required number of points in school.

- a. - c. - e. - g.	- b. - d. - f. - h.
--	--
3. Provide three praises each day of the program that your child earns the required number of points.
4. Withhold the above privileges if your child brings home the point card indicating he has not earned the sufficient number of points. During those times praise the child once for bringing home the card, sign it, and have him/her return it to school on the following school morning. (It is important that you do not scold, discipline, or talk about why your child did not obtain the privilege. Ignore the incident except for the one praise for bringing the card home.)
5. Provide the necessary transportation whenever your child is sent home early from school for the behaviors listed in the child's part of the agreement.
6. If your child is sent home from school early, supervise the completion of the homework assignments in the following way:
 - a. Tell the child to begin working and you will see how things are going in five minutes
 - b. Leave the room and return in five minutes.

- c. When you return and your child is working, give a praise. If the child is not working, give a reminder that the work must be completed before any other activities can occur. Leave the area and do not engage in any discussion. The child should be working as if school were in session.
 - d. Return in five minutes and follow the above procedures outlined in (c). If the child has been working both times, then increase the checking time to 10 minutes and tell the child that you will be returning to note the work progress in another 10 minutes. Continue this procedure until the child says that the assignments are completed. If the child does not work on the assignment continue to check every five minutes until two consecutive five minute checks indicate that the assignment is being worked on.
 - e. When the child tells you that the assignment is completed, check that it is completed. Praise the child for finishing the assignment. (If the assignment is completed before the end of the school day, provide some other work for the day.)
 - f. If the assignment is not completed before the end of the school day, have the child continue working until the assignment is completed. The teacher has agreed to give the child enough work to complete during the school day so the child is not overburdened if the assignment is not finished by the end of the school day.
 - g. After the assignment is completed and the school day is over, let the child engage in the usual activities without giving any special privileges listed above. Do not scold or discipline the child in any way, your child has followed the rules of completing the assignment and no further discussion should take place.
7. Remind the child to take the completed assignments and the point card to school the next day or else admittance to the classroom will not be permitted.

The student, _____, agrees to the following:

A. In the Classroom

1. Talk in a moderate tone of voice.
2. Cooperate with the teacher and consultant by following instructions and working on assignments.
3. Remain in seat unless school work requires movement in the classroom.
4. Talk about work and play with classmates only at proper times.

B. On the Playground and in the Gym

1. Play in a cooperative manner with other children.
2. Follow the rules of the game.
3. Follow the instructor's requests.
4. Handle equipment properly.

C. In Hallways and Lunchroom

1. Walk and talk quietly in corridors.
2. Follow rules of lunchroom.
3. Cooperate with the staff member who is in charge of the lunchroom.

D. Agrees to the list of privileges approved by your teachers and your parents, and further agrees that none of the privileges will be granted unless they have been earned.

1. The student can select the privileges up to the first four days. Thereafter, the class selects one of a group that the child has suggested.

- E. Return the red and green point card to school the following morning.
- F. The following behaviors not being allowed:
1. Hurting or attempting to hurt another person.
 2. Destroying or stealing school or other people's property.
 3. Continual disobedience to a staff member (to be defined individually).
 4. _____
 5. _____
- G. Go home or go to a designated school room and work on assignments furnished by the teacher until the time that classmates leave school for the day if any of the behaviors in "F" above occur. The completed work must be returned to your teacher the following day to gain admission to the classroom.

Red/Green Point Card

TEACHER DAILY RECORD CHART

+ = Green

- = Red

O = Praise

	Date	Date	Date	Date	Date
Time to Check					
8:30-8:40					
8:40-8:50					
8:50-9:00					
9:00-9:10					
9:10-9:20					
9:20-9:30					
9:30-9:40					
9:40-9:50					
9:50-10:00					
10:00-10:10					
10:10-10:20					
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1:00-1:10					
1:10-1:20					
1:20-1:30					
1:30-1:40					
1:40-1:50					
1:50-2:00					
2:00-2:10					
2:10-2:20					
2:20-2:30					
Pts. Possible					
Pts. Needed					
Pts. Earned					
Remark					

CLASS PROGRAM 80% CHART

Total Pts.	80%
1	1
2	2
3	2
4	3
5	4
6	5
7	6
8	7
9	7
10	8
11	9
12	10

Total Pts.	80%
13	10
14	11
15	12
16	13
17	14
18	14
19	15
20	16
21	17
22	18
23	18
24	19

Total Pts.	80%
25	20
26	21
27	22
28	22
29	23
30	24
31	25
32	26
33	26
34	27
35	28
36	29

Reference Guides

SUGGESTED PRAISE STATEMENTS FOR TEACHERS

"Jimmy is really paying attention."

"Jimmy is sitting quietly and doing his work very nicely! Good job!"

"That's good thinking, Jimmy!"

"Wow, look at Jimmy study!"

"Everyone in here stop and look at Jimmy. He's really working hard!"

"Good job!"

"I can really tell Jimmy is thinking by what he just said. Good!"

"I really like the way Jimmy is working on his math book, keep up the good work!"

"I really like the way Jimmy has listened today. That's very polite, Jimmy, thank you."

"Fantastic!"

"Excellent!"

"Unbelievable!"

"Far out!"

"You look nice today."

"Jimmy is dependable."

"Jimmy is thoughtful."

"Jimmy is kind."

"Jimmy is trustworthy."

"I really appreciate the way you sit quietly and listen to me when I'm giving a lesson."

"Thank you for your attention."

"Jimmy just earned another point by sitting and listening to me when I was reading. Good job, Jimmy!"

"Jimmy's a hard worker today."

"Right on!"

"Right!"

"Good!"

"That's the best job I've seen today!"

"Nice!"

"That makes me very happy to see you working so well."

"Jimmy walked to his seat very quietly. Thank you."

"When Jimmy got up to get his materials, he returned to his desk and started right to work, good job!"

1. "I like the way Jimmy raised his hand when he wanted to share something with the class."
 2. "The whole class is really being polite in listening to one another."
 3. "That was a courteous thing to do for Ann, Jimmy."
 4. "I'm glad you sharpened your pencil before class, now you're ready to go. Good!"
 5. "Jimmy and his whole row are sitting with their chairs flat on the floor. Good!"
 6. "Jimmy has all of the supplies on his desk and is sitting quietly waiting for instructions, good!"
 7. "It's been a long time since I had to take any objects away from the people in this class. You really know how to show me you're responsible people."
 8. Pat on the back when sitting quietly and studying.
 9. "Jimmy knows how to follow instructions."
- CH

SUGGESTED SCHOOL REWARDS

Days One Through Eight:

During the first eight days of the program, approximately five minutes should be reserved immediately following the cessation of the program for the class reward. Rewards to be used during the first eight days include:

1. Academic Games (see attached lists)
2. 5 minutes extra recess
3. 5 minutes early dismissal
4. A special story or 5 minutes extra story time
- 5.
- 6.

Days Nine and Ten:

As the child is working for longer periods of time, the duration and/or magnitude of the rewards should be increased. Samples of rewards given on days nine and ten include:

1. An extra recess period
2. Hearing a special record
3. Reading a special story
4. Viewing a filmstrip
5. Having a guest speaker
- 6.
- 7.

Days Twelve and Fifteen:

The student must be successful for two days for the reward on day 12, and be successful for three days for the reward on day 15. Samples of rewards used for these days include:

1. Popcorn party
2. Peanut party
3. Record
4. Special movie
5. Trampoline time
6. Relay races outside
7. The child's mother provides cupcakes for party.
- 8.
- 9.

Day Twenty.

The reward provided for day 20 should be very special, as the child will have worked for five days to earn this reward. Examples of rewards available for day 20 include:

1. Picnic during lunch time (a favorite)
2. Field trip of academic and/or social significance.
 - a. Geographical points of interest
(mountains, lakes, rivers, canyons, seashore)
 - b. Historical point of interest
(monuments, buildings, parks, etc.)
 - c. Business areas
(airports, large department stores, farms, factories)
 - d. City or town municipal areas
(police dept., fire dept., library, city or town hall)

ACADEMIC GAMES

Seven-up

Seven members of the class (the "up" children) stand at the front of the room, the rest remain seated at their desks. The leader calls, "Heads down, thumbs up," and the seated children put their heads down on their arms and hold one fist out on the desk with the thumb pointing up. Each of the seven standing children then goes to one of his seated classmates, folds his thumb down, and returns to the front of the room. The leader then calls, "Heads up, stand up," and the children whose thumbs were put down stand beside their desks. Each of them is then called in turn by the leader to guess which of the children at the front of the room put his thumb down. If a child guesses correctly, he takes the place of the child who folded down his thumb. If he guesses incorrectly, he sits back down at his desk. If the leader is replaced, the child who replaces him becomes the new leader.

If this arrangement proves too difficult and the children cannot guess who touched them, a rule can be added to have each of the seven "up" children whisper something to the "down" child he chooses as he puts that child's thumb down.

When "Seven-up" is used as a reward, the acting-out child should be named first leader and given the privilege of choosing six classmates to be the first "up" children.

Musical Chairs

For this game, chairs should be arranged in a circle with seats facing out so that chairs number one fewer than the number of children who will be playing. The only other necessary equipment is a source of music which can be quickly turned on and off. The teacher should be in charge of the music source, operating the phonograph, if one is used, or playing the piano or guitar. The children walk around the chair circle while the music plays, and when it stops, each child must try to find a seat. The one child who is left standing and one of the chairs are taken out of the game, and the next round begins. Eventually, only two children and one

chair are left, the winner being the child who can get sat in the remaining chair when the music stops.

When "Musical Chairs" is used as a reward, the acting-out child should be put in charge of arranging the chairs in the circle, and/or getting the other children in position to begin. Teachers should be aware of the potential in this game for physical conflict and assume the role of judge.

Simon Says

One student is chosen to be "Simon," the leader of the game. If "Simon says" do something, the children must do it; if Simon doesn't say do something, they must not. One child is chosen to be Simon. He or she stands at the front of the class and issues simple instructions: "Stand on one leg," "Jump up and down," "Sing la-la-la," "Raise your right hand." If Simon prefaces his command with "Simon says," any child who does not comply is out of the game. If the command is not prefaced with "Simon says," any child who does comply is out of the game. The game ends when Simon manages to trick the last remaining child in the game into either complying with a non-Simon-says, or ignoring a Simon-says. A new leader can then be chosen to begin a new game.

If this version proves too easy, Simon can be allowed to comply with all his own commands. This added confusion of visual versus verbal cues makes it harder for the children to discriminate between Simon-says and non-Simon-says.

Used as a reward, "Simon Says" should begin with the acting-out child as Simon.

Red-Light, Green-Light

One child is chosen to be leader, the rest of the class lines up against the wall opposite that where the leader is standing. The group's objective is to cross the room and touch the wall where the leader is standing. Members of the group may only move forward when he turns his back on them and says, "Green light." When he calls "red light" and turns back around, any child he sees still moving forward must return to the far wall and start again. The winner is

the child who reaches the leader's wall before he either calls "red light" or catches them moving.

It is conducive to a relatively peaceful game to set up someone as judge beforehand to decide whether or not a child was moving after the leader turned around.

To use "Red-Light, Green-Light" as a reward, let the acting-out child be either the first leader or the first judge of disputes, whichever is more rewarding for him.

Fruitbasket Upset

Chairs are arranged in a circle with seats facing inward. They should number one fewer than the number of children who are to play. The extra child is the leader and stands in the center of the circle. He goes to each child and whispers to him or her the name of a fruit so that each child has a different fruit name. He then stands in the center and calls the names of two fruits. The children who were assigned those names must try to exchange places, while the leader tries to occupy one of their chairs. One child will be left chairless and become the new leader, calling two more fruit names to begin the next round. The game has no formal ending point, but to add excitement or mark an end, the leader or teacher may call "Fruitbasket Upset" in which case all the children must change seats.

When Fruitbasket Upset is used as a reward game, the acting-out child can be the first leader and give all the other children their fruit names.

The acting-out child should be the first "it" if this game is used as a reward.

Hot/Cold

One child is chosen and sent out of the room. The rest of the class decides upon an object which the student must try to identify. When he returns, he moves around the room trying to decide which

object they chose. They help him by calling out "Warm," "Hot," or "Cold," or "Freezing" as he moves away from it. When he guesses what it is, he gets to choose the next person to be sent out.

The game can also be reversed, with one child choosing an object and the rest of the class guessing when called on what it might be. The child responds "hot" or "cold" to each guess, depending on where the guessed object is in relation to the object he chose.

The acting-out child should be the child sent out or the one to choose an object in the first version; or he should be the leader in the second.